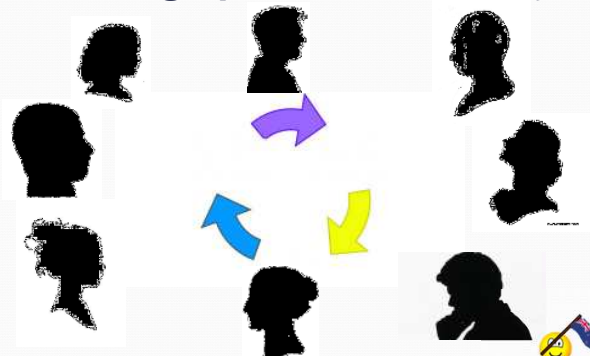


## 'Flying the Flag'

A process for facilitating staff PD in GATE, using the Teacher Inquiry Model.

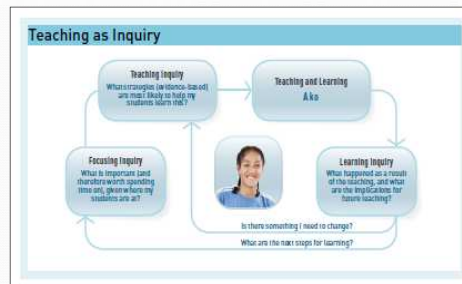


## Setting up the GATE inquiry



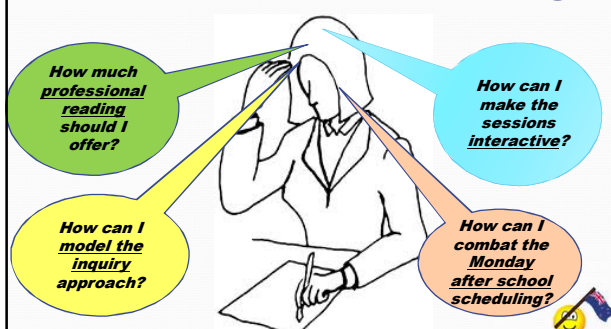
## The Inquiry Process

- What do you know already?
- What do you think you need to know?
- What will be the focus of your teaching inquiry?
- How will you gather evidence?
- How can the GATE Facilitator help you along the way?
- What happened?
- How have you changed your practice/ where to from here?

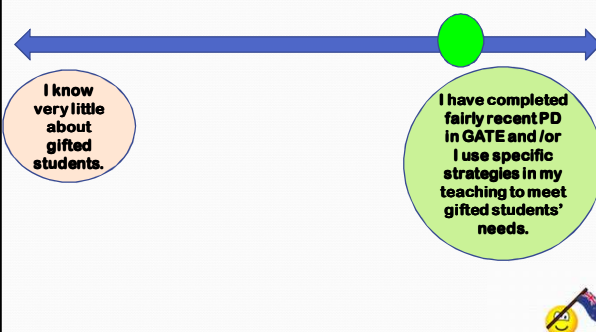


Source: <http://nzcurriculum.tki.org.nz/Curriculum-stories/Case-studies/Inquiry/Teaching-as-inquiry>

## What should I be thinking?



## What do we know?



## Some of my 2011 GATE PD group's individual goals...

Wayne wanted to carry out a case study on a student (female) he thought might be academically gifted but under-achieving in every subject, except his own - Drama.

Tracy, an option teacher, wanted to find out more about gifted students with learning disabilities and especially those with autism and Aspergers.

Susan wanted to learn how to include more higher order thinking tasks and questions into her English units of work.

Rose wanted to mentor a group of potentially gifted underachieving Maori students on a specific research project in Science.

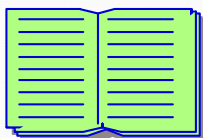
Dinah (the GATE Facilitator) wanted to trial a process for transitioning twice-exceptional at-risk Year 8 students into our College.



## Test your understanding...



## What does the Ministry of Education require of us?



### NAG 1(iii):

*From Term 1, 2005 it will be mandatory for all state and state-integrated schools to demonstrate how they are meeting the needs of their gifted and talented learners, as they are currently required to do for students who are not achieving, and who have special needs. The amendment comprises the addition to NAG 1(iii)c of the footnote "including gifted and talented students".*

## What is our school's GATE policy?

PD Booklet page 2



## Academic pathways

Year 8 2e student in 9A1 Maths

Year 11 in Level 2 photography

Year 8/9 combined after school enrichment workshops 2011



## Lucas's journey: Years 8-13

### Aspergers + gifted

**Year 8:** after school College

**enrichment workshops: HISTORY**

**Year 9:** Terms 3-4 Level 1 History 2 hours a week.

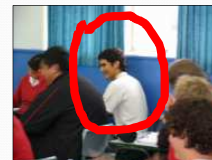
**Year 10:** Level 1 History instead of Social Studies.

**Year 11:** 3 x Level 2 subjects + 3 x Level 1 subjects.

**Year 12:** 3 x Level 3 subjects + 3 x level 2. Gained Level 3 NCEA.

**Year 13:** 3 x Scholarship + 2 x university extra-mural papers.

**This year:** Victoria University - Excellence scholarship; studying law and politics. Goal: Fulbright Scholarship.



## Making sure the inquiry is student-centred

### 1. Student voice

C. Discussion: Watch some student interviews: what characteristics do you notice?

D. List 3 teaching strategies suggested by the students that they feel meet their needs. Explain why each is appropriate for gifted and talented students.

Strategy 1	Strategy 2	Strategy 3

PD Booklet page 3

## Dylan

1. What is the value of showing interviews like this to the teachers in a PD group?
2. What gifted characteristics does Dylan display?

## Jackson

1. What gifted characteristics does Jackson display?
2. Which teaching strategies seem to suit his learning needs best?
3. Which aspects of GATE does the interview draw our attention to?

## Jake

- struggles with words (orally and in writing).
- paints and draws and designs in a way that shows complex abstract thinking.

**How would you meet the learning needs of a student like Jake?**

## 2. Our students and our school direction

66% European

Decile 5

MOUNT MAUNGANUI COLLEGE

4% Asian

30% Maori

### Attributes Valued by Māori

- ☐ Physical ability 1.25
  - ☐ Artistic ability 4.0
  - ☐ Spiritual ability 6.0
  - ☐ Leadership ability 7.25
  - ☐ Intellectual ability 11.0
  - ☐ Language ability (Te Reo) 11.5
  - ☐ Traditional knowledge and skills 13.5
  - ☐ Service to others 20.5
  - ☐ Outstanding personal qualities and high moral values 24.5
- Qualities & Abilities Cited in the Research % of Total  
Jill Bevan-Brown (1996)

PD Booklet pages 19-20







We would have liked:

- ⊗ **More time between sessions to get on with our inquiries.**
- ⊗ **Not having meetings on Mondays after school.**
- ⊗ **More opportunities to observe other teachers using GATE strategies in the classroom.**



**My email:**

**dinaho@mmc.school.nz**

